



Progression of Skills in History at Northbourne CEP School



Purpose of Study:

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time."

In EYFS.....

In **KS1** pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In **KS2** pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



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Area	NC	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		a long time ago past old modern new present same/different change people lives history	history significant timeline order compare similar/different fact/opinion artefact event source evidence changes invention question cause consequences reason connections century/decade living memory different periods of time		chronological millennium century/decade BC/BCE AD/CE era time period similarities/differences prehistoric evidence primary/secondary sources ancient modern archaeology archaeologist contrasts trends over time influence significant impact	interpretation facts/opinion evidence chronology constructing a timeline ordering artefacts research enquiry comparison reliability continuity significance discussion argument reasoning frame historically- valid draw contrasts, analyse trends		



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Historical enquiry		Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period. Observe small details - artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use a variety of research tools and sources.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.
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<p>Range and Depth of Historical Knowledge</p>		<p>Recognise the difference between past and present in their own and others lives. They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times</p>	<p>Find out about every day lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>
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						another period.	Know key dates, characters and events of time studied
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Interpretations of History	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past - how reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources - compare different versions of the same story.</p> <p>Look at representations of the period - museum, cartoons etc.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p>	<p>Compare accounts of events from different sources - fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use resources available to research.</p>
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Chronological understanding		Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives	Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from period studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.
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